

# Step Up to Writing and the Common Core Standards Initiative for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (K-5)

## Kindergarten – 5<sup>th</sup> Grade

### COMMON CORE STANDARDS FOR READING LITERATURE AND/OR INFORMATIONAL TEXTS

#### 1. *Key Ideas and Details* – Core Standards provided the **WHAT!**

Students in K-5 will be expected to...

- Read closely to determine what the text says explicitly and make logical inferences from it;
- Cite specific textual evidence when writing or speaking to support conclusions drawn from text;
- Determine central ideas or themes of text and analyze their development;
- Summarize the key supporting details and ideas of a text;
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Step Up to Writing strategies and tools provide the HOW!**

Students are given a variety of **active reading strategies** to better comprehend all texts, both **fiction and non-fiction, written and visual**. From recognizing **text structures and features** to **marking and annotating a text**, students are equipped with multisensory literacy strategies for **finding main ideas and supporting details, determining themes and central ideas, analyzing and evaluating texts, making inferences, drawing conclusions and connections, and synthesizing information**. Teachers are provided with **examples to model** with their students and **guided lessons** to incorporate into **all subject areas**, not just English/language arts.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
  - Learning and using new terms
  - Explaining the meanings
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
  - Learning to organize ideas and information

- Sections 6-7: Story, Narrative, and Personal Narrative Writing
  - Understanding story structure and terms
  - Recognizing and imitating narrative patterns
  - Using story maps for prewriting
  - Using quick sketches for planning
- Section 8: Speeches
  - Developing good listening skills
  - Asking and answering questions
  - Participating in one-on-one and large group discussions
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more

## 2. *Craft and Structure* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings;
- Analyze how specific word choices shape meaning or tone;
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole;
- Assess how point of view or purpose shapes the content and style of a text.

## *Step Up to Writing* strategies and tools provide the **HOW!**

To aid students in their interpretation and analysis of texts' structure and craft, *Step Up to Writing* provides a variety of strategies and activities that teach text **structure and patterns**, **word choice**, and **style**. In both reading and writing, students are challenged to identify **authors' stylistic choices** and **interpret its affects** on the overall presentation of the authors' message. Teachers can also help students recognize authors' considerations for **audience and purpose**. In *Step Up to Writing*, **teachers can model various reading and writing strategies** and use **guided lessons** to help students successfully work with texts

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines for planning, making outlines from text
  - Expository paragraph, report, and essay writing

- Writing for a variety of purposes
- Writing in first, second, and third person
- Writing for a specific audience
- Applying the writing process
- Sections 6-7: Story, Narrative, and Personal Narrative Writing
  - Understanding story structure and terms
  - Recognizing narrative patterns
  - Using story maps for prewriting
  - Using quick sketches for planning
  - Writing to entertain, to share a message, and/or to create visual images
  - Writing to share an experience
  - Applying the writing process
- Section 9: Specific writing assignments
  - Recognizing and creating a variety of text structures
  - Analyzing, describing and comparing text structures
- Section 10: Assessment and high standards
  - Learning to assess structure and craft
  - Comparing text for clarity using a below basic, basic, proficient, advanced scale

### **3. Integration and Knowledge of Ideas – Core Standards provide the WHAT!**

Students in K-5 will be expected to...

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words;
- Delineate and evaluate the argument and specific claims in a texts, including the reasoning as well as the relevance and sufficiency of evidence;
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Step Up to Writing strategies and tools provide the HOW!**

Students are taught **strategies for reading, comprehending and analyzing** a wide range of texts in **diverse media and formats**. Teachers can tailor the various **graphic organizers, note-taking techniques**, and modes of **collecting and organizing facts** to help students **draw conclusions** from the information, **make generalizations** about topics, **synthesize** various media and viewpoints, and **analyze the effects** the media has on society and culture. Teachers are also encouraged to use the various writing assignments suggested to have students **reflect, respond to, analyze and create visual media**.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Using a variety of note taking strategies to increase comprehension necessary for evaluating, analyzing, etc.
  - Writing, or sharing orally, summaries to demonstrate comprehension
  - Asking and answering questions as preparation for analyzing, integrating, etc.
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
  - Expository paragraph, report, and essay writing

- Writing for a variety of purposes
- Writing in first, second, and third person
- Writing for a specific audience
- Applying the writing process
- Sections 6-7: Story, Narrative, and Personal Narrative Writing
  - Understanding story structure and terms
  - Recognizing narrative patterns
  - Using story maps for prewriting
  - Using quick sketches for planning
  - Writing to entertain, to share a message, and/or to create visual images
  - Writing to share an experience
  - Applying the writing process
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more

#### **4. Range of Reading and Level of Complexity – Core Standards provide the WHAT!**

Students in K-5 will be expected to...

- Read and comprehend complex literary and informational texts independently and proficiently.

#### **Step Up to Writing strategies and tools provide the HOW!**

As with writing for a variety of purposes, reading across content areas for various purposes enables students to strengthen their **overall literacy skills**. With *Step Up to Writing* students are taught **active reading strategies** to **improve their comprehension** of texts – **fiction and non-fiction**, and within **specific subject areas**. Students are not only given opportunities to read **different forms and genres**, but to also practice crafting their own texts in these forms and genres.

From recognizing **text structures and features** to **marking and annotating a text**, students are equipped with multisensory literacy strategies for **analyzing and evaluating texts, making inferences, summarizing and retelling information, drawing conclusions, comparing/contrasting texts, and synthesizing information**. Teachers are provided with **examples to model** with their students and **guided lessons** to incorporate into **all subject areas**, not just English/language arts.

Teachers use tools when they **model and practice strategies** with students. Teachers demonstrate, guide, and provide numerous opportunities to apply strategies independently as students read.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas

- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
- Section 8: Speeches
  - Asking and answering questions
  - Developing good listening skills
  - Participating in one-on-one and large group discussions
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more

## COMMON CORE READING STANDARDS: FOUNDATIONAL SKILLS

While *Step Up to Writing* does not specifically teach some foundational skills (phonics, phonological awareness, word recognition, decoding) Tools, strategies, and methods used with students reinforce these skills and provide practice, review, and application – in order to master the skills.

### 1. *Print Concepts* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Demonstrate understanding of the organization and basic features of print.

### *Step Up to Writing* strategies and tools provide the **HOW!**

Students are provided a variety of **active reading strategies** to better comprehend all texts, both **fiction and non-fiction, written and visual**. From recognizing **text structures and features (such as table of contents, chapters, headings, charts and maps)** to **marking and annotating a text**, students are equipped with multisensory literacy strategies for **analyzing and evaluating texts, making inferences, drawing conclusions** and **synthesizing information**. Teachers are provided with **examples to model** with their students and **guided lessons** to incorporate into **all subject areas**, not just English/language arts.

For example:

- Reading print in the environment (books, signs, symbols, menus, etc.)
  - Recognizing letters and letter writing
  - Labeling objects, people, and places
  - Using and developing vocabulary (Section 2)
  - Applying the quick sketch strategy
  - Improving grammatical construction (Section 3)
- Using diverse texts (fiction and nonfiction) on a wide range of topics, with a variety of characters
  - Book-sharing and pretending to read books
  - Asking and answering questions (Section 1)
  - Making connections between the text and self (Section 1)
  - Retelling the story (Section 1)

- Developing and using a strong vocabulary (Section 2)
- Working with two kinds of writing: expository/informational and narrative (Sections 4, 5, 6, and 7)
- Composing story and narrative structures (Section 6)
- Learning story elements and story terms (Section 6)
- Learning about print from a variety of formats and genres (Section 9)
  - Writing letters (to grandma, thank you notes, etc.)
  - Writing a story (quick sketches, with assistance, etc.)
  - Writing a skit (movement, play, and creative representation)
  - Writing a poem (phonological awareness)

## **2. Phonological Awareness – Core Standards provide the WHAT!**

Students in K-5 will be expected to...

- Demonstrate understanding of spoken words, syllables, and sounds/phonemes.

## **Step Up to Writing strategies and tools provide the HOW!**

Students are given a variety of **active reading strategies** (opportunities to **apply phonetic analysis**) to better comprehend all texts, both **fiction and non-fiction, written and visual**. From recognizing **text structures and features to marking and annotating a text**, students are equipped with **multisensory literacy strategies for analyzing and evaluating texts, making inferences, drawing conclusions and synthesizing information**. Teachers are provided with examples to **model** with their students and guided lessons to incorporate into **all subject areas**, not just English/language arts, to aid students **identifying main ideas and support details** and making **textual connections**.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
  - Learning and using new terms
  - Explaining the meanings
- Section 3: Sentence mastery
  - Identifying parts of speech and parts of a sentence
  - Playing with language
  - Analyzing sentence structures
  - Writing with a variety of sentences
- Sections 4-7: Expository, Narrative, and Personal Narrative writing
  - Reading aloud and sharing what is written
  - Listening to others
  - Rehearsing orally
- Section 8: Speeches
  - Practicing spoken word
  - Rehearsing orally

### 3. *Phonics and Word Recognition* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Know and apply grade-level phonics and word analysis in decoding words.

### ***Step Up to Writing* strategies and tools provide the HOW!**

As with writing for a variety of purposes, reading across content areas for various purposes enables students to strengthen their **overall literacy skills**. With *Step Up to Writing* students are taught **active reading strategies** to **improve their comprehension** of texts – **fiction and non-fiction**, and within **specific subject areas**. Students are not only given opportunities to read **different forms and genres**, but to also practice crafting their own texts in these forms and genres. This approach enables students to **recognize grade-level words**, increase their **reading fluency**, and continue to **self-monitor and self-correct** their own reading.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
  - Learning and using new terms
  - Explaining the meanings
- Sections 4-7: Expository, Narrative, and Personal Narrative Writing
  - Reading and writing two kinds of texts: information/expository and narrative
  - Analyzing organizational structures
  - Understanding story elements and terminology
  - Recognizing narrative patterns
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Setting high and clear expectations
  - Participating in effective peer review
  - Using self-evaluation quick checks for note taking and for speeches
  - Self-monitoring

#### 4. *Fluency* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Read emergent-reader texts with purpose and understanding.

#### ***Step Up to Writing* strategies and tools provide the HOW!**

Students learn to recognize the **interconnectedness of literacy skills** and notice that improvement in one area (e.g. speaking, writing) affects the skill level in others, in this case, reading. Through various **active reading, writing, listening, and speaking strategies**, students **develop confidence and skill at reading silently and aloud with strong comprehension of information and details**. This includes **varying reading rate** to match purpose and difficulty of text and **reading aloud accurately**, resembling everyday speech. *Step Up to Writing* encourages students to engage in a variety of reading and speaking opportunities to share and publish their writing with peers, give presentations, and actively participate in discussions.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Making text connections
  - Taking effective reading and research notes
  - Taking notes to improve fluency
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
- Sections 4-7, 9-10
  - Sharing writing aloud with partners or the entire class
  - Participating in peer review
- Section 8: Speeches
  - Giving speeches – planned and impromptu, formal and informal – encourages reading aloud with fluency; developing good listening skills; participating in discussions

### COMMON CORE STANDARDS FOR WRITING

#### 1. *Text Types and Purposes* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



## ***Step Up to Writing* strategies and tools provide HOW!**

With *Step Up to Writing*, students learn to **write for a variety of audiences and purposes**; they **learn different formats through explicit instruction and guided lessons**; they **apply and practice a number of writing strategies** to various writing assignments **across subject areas**; they **communicate/publish their work** using appropriate mediums such as newspapers, bulletins, web sites, display boards, books.

Students **perfect writing skills** by learning **strategies that are visual and broken down into manageable steps**. Teachers are encouraged to **use content from various subjects to introduce, teach, practice, and apply these strategies**; students and teachers are encouraged to **apply the strategies in all subject areas**; strategies are reinforced by lessons and assignments given by subject area teachers.

Students learn, practice, and apply all *Step Up to Writing* strategies using various media and technology.

For example:

- Poster boards with text
- Pictures or other visuals to match Quick Sketch for story writing
- Informational outlines, in TelePrompTer format, for science reports or other oral presentations
- Graphs and charts to illustrate technical/business writing
- Brochures, pamphlets, and other informational formats
- Formal and informal letters
- Finely crafted final drafts for information and expository text
- Notes and study guides

A sampling of the more than 40 writing forms and genres in *Step Up to Writing!*

- **Exposition:** Sections 1, 2, 3, 4, 5, 8, 9, and 10
- **Literary analysis:** Sections 1, 4, 5, 8, 9, and 10
- **Narrative account or procedure:** Sections 1, 4, 6, 7, 8, 9, and 10
- **Persuasive essay:** Sections 4, 5, 8, and 9
- **Reflective essay:** Sections 1, 4, 5, 6, 8, 9
- **Technical/business writing:** Sections 4, 5, 8, and 9
- **Informative writing:** Sections 1, 3, 4, 5, 8, 9, and 10

## ***2. Production and Distribution of Writing – Core Standards provide the WHAT!***

Students in K-5 will be expected to...

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## ***Step Up to Writing* strategies and tools provide the HOW!**

With *Step Up to Writing*, students are taught to move through the **writing process** until a final polished draft is ready to be shared. Students use a **flexible eight-step writing process** that guides students through **prewriting, planning, drafting, revising, editing, writing a final copy, proofreading, and sharing/publishing**. Students learn to “tailor” the writing process for a variety of writing tasks; they use strategies and tools to help them learn.

Students learn to **write for a variety of audiences and purposes**; they **learn different formats through explicit instruction and guided lessons**; they **apply and practice a number of writing strategies** to various writing assignments **across subject areas**; they **communicate/publish their work** using appropriate mediums such as newspapers, bulletins, web sites, display boards, books.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Responding to the text
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
  - Expository paragraph, report, and essay writing
  - Writing for a variety of purposes
  - Writing in first, second, and third person
  - Writing for a specific audience
  - Applying the writing process
- Sections 6-7: Story, Narrative, and Personal Narrative Writing
  - Understanding story structure and terms
  - Recognizing narrative patterns
  - Using story maps for prewriting
  - Using quick sketch for planning
  - Writing to entertain, to share a message, and/or to create visual images
  - Writing to share an experience
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Setting high standards and clear expectations
  - Using checklists for revision and Peer review
  - Editing with CUPS – capitalization, usage, punctuation, and spelling

### 3. *Research to Build and Present Knowledge* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation;
- Gather relevant information from multiple print and digital sources;
- Assess the credibility and accuracy of each source;
- Integrate the information gained from sources while avoiding plagiarism;
- Draw evidence from literary or informational texts to support analysis, reflection, and research

#### ***Step Up to Writing* strategies and tools provide the **HOW!****

Students learn a number of important skills that help them engage in the information literacy process and prepare them for **short and longer research assignments**. Students master skills such as **taking notes**, making **outlines**, generating **questions**, and creating **thesis statements** that make research and writing about research possible.

Additionally, students are encouraged to **incorporate technology throughout the writing and research process** as they present writing that effectively conveys a message to their audience. This includes using technology as a means of **planning, drafting, revising, editing, and publishing** writing; or crafting **visual narratives and visual aids** to accompany writing or speeches.

Teachers can use and adapt *Step Up* strategies to help students:

- Generate **effective research questions** and **thesis statements**
- **Locate, select, and use information** from a **variety of** research material
- **Evaluate, interpret, and select** information to use
- **Communicate research findings** through a variety of means, both **written and spoken**
- **Use technology** effectively to communicate research findings
- **Incorporate research findings without plagiarizing, cite sources, and use quotations**

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Responding to the text
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions;
  - Recognizing text structures
  - Using informal outlines
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
  - Expository paragraph, report, and essay writing
  - Writing for a variety of purposes
  - Writing in first, second, and third person
  - Writing for a specific audience
  - Applying the writing process
  - Mastering topic sentences, thesis statements, and leads
  - Selecting Key supporting statements

- Including elaboration, evidence, and examples
- Adding quotations and documentation
- Section 8: Speeches
  - Creating a thesis
  - Mastering leads
  - Blocking out support
  - Adding accurate, effective detail and elaboration
  - Adding a conclusion
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
  - Recognizing the organization used in each of the se forms
  - Applying the writing process and strategies to each of these forms
- Sections 1-10: Common Language, Knowledge, Standards, High Expectations
  - Customizable CD tools for use in the classroom, as overhead transparencies, in computer/writing labs, and with computer projectors
  - Strategies for planning, organizing, and developing ideas during the drafting process including graphic organizers, two-column notes, and webbing/mapping
  - Use of the computer to draft paragraphs, essays, and reports
  - Effective peer review
  - Self-evaluating writing; monitoring student progress; editing with CUPS – capitalization, usage, punctuation, and spelling
  - Checklists for revision, scoring guides, and “samples for student writers”
  - Practical and effective assessment

#### **4. Range of Writing – Core Standards provide the WHAT!**

Students in K-5 will be expected to...

- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

#### **Step Up to Writing strategies and tools provide the HOW!**

Students use **writing for learning** as they apply strategies in **all subject areas** for all kinds of content. Students learn to take **practical, helpful notes** that can be **personalized during a lesson, discussion, or extra reading**. Writing helps **improve class discussion and peer sharing**. Writing is used to **improve viewing and listening** skills. Students realize that if they want to learn something, they must write. Expository/information writing pushes students to **clarify their thinking** and **demonstrate what they know and understand**.

Students must be given the opportunity to practice writing for both **formal and informal contexts**. As students practice their writing skills – **planning, organizing, developing, and revising/editing their ideas into a coherent and polished text** – they become more confident at writing in **timed or on-demand situations** such as state and district assessments or college-entrance exams.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Responding to the text
  - Making text connections
  - Taking effective reading and research notes

- Making inferences and analyzing the text
- Paraphrasing, retelling and summarizing main ideas and details
- Asking and answering questions;
- Recognizing text structures
- Using informal outlines
- Sections 4-5: Accordion (Expository/Information) Paragraphs, Essays and Reports
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Creating informal outlines
  - Expository paragraph, report, and essay writing
  - Writing for a variety of purposes
  - Writing in first, second, and third person
  - Writing for a specific audience
  - Applying the writing process
  - Mastering topic sentences, thesis statements, and leads
  - Selecting Key supporting statements
  - Including elaboration, evidence, and examples
  - Adding quotations and documentation
  - Using informal outlines
  - Playing the thinking game, Train of thought, and accordion races
  - Using “Stretch, don’t stack” activities
- Sections 6-7: Story, Narrative, and Personal Narrative Writing
  - Understanding story structure and terms
  - Recognizing narrative patterns
  - Using story maps for prewriting
  - Using quick sketches for planning
  - Writing to entertain, to share a message, and/or to create visual images
  - Writing to share an experience
  - Applying the writing process
- Section 8: Speeches
  - Using components of a good speech
  - Applying good listening skills
  - Participating in discussion
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more

## COMMON CORE STANDARDS FOR SPEAKING AND LISTENING

### 1. *Comprehension and Collaboration* – Core Standards provide the WHAT!

Students in K-5 will be expected to...

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively;
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally;
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Step Up to Writing strategies and tools provide the HOW!**

Students are given the tools and strategies for **planning, drafting, revising, and communicating** their message to a **variety of audiences**, both **formally and informally** and in a **variety of patterns**. Students learn that oral communication, like written communication, relies on producing a **coherent message** tailored to the **specific audience, purpose, and message**. Teachers are given strategies and activities to aid students in **analyzing their audience** and crafting a speech or written text that considers **audience background and expectations**.

Students learn that oral communication, like written communication, relies on a **single thesis statement supported by well-developed main ideas, reasons, details, and facts**. Strategies for producing a **coherent message** – ranging from writing a **successful introduction and conclusion** to using **effective and appropriate transitions**, from **incorporating interesting anecdotes and stories** to accomplishing **specific speaking patterns** – are offered throughout *Step Up to Writing*.

For example:

- Sections 4-7: Expository Writing, Narrative Writing, and Personal Narratives
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Understanding story structure and terminology
  - Considering audience, purpose, and message in word choice
  - Writing in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person
  - Planning and organizing for a specific text structure
  - Creating a thesis statement
  - Writing an effective lead
  - Using appropriate transitions
  - Choosing and elaborating on main ideas, reasons, and facts
  - Writing a successful conclusion or ending
  - Writing dialogue
  - Developing characters
  - Applying tools to support grammar and usage
- Section 8: Speeches
  - Planning and organizing speeches
  - Giving effective speeches
  - Asking and answering questions
  - Improving impromptu speaking, informational and how-to speeches, and persuasive speeches
  - Focusing on the audience
  - Delivering oral book reports
  - Developing good listening skills
  - Participating in a discussion
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Using quick checks for self-evaluation
  - Using practical and effective scoring guides that provide feedback on *organization, content, style, and grammar/mechanics/usage*
  - Analyzing examples of *below basic, basic, proficient, and advanced* writing
  - Recording and monitoring own progress

## 2. *Presentation of Knowledge and Ideas* – Core Standards provide the WHAT!

Students in K-5 will be expected to...

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning;
- Present information, findings and supporting evidence such that the organization, development, and style are appropriate to task, purpose, and audience;
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation;
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### *Step Up to Writing* strategies and tools provide the HOW!

Students are given the tools for **planning, drafting, revising, and communicating** their speeches to a variety of audiences. Students learn that oral communication, like written communication, relies on a **single thesis statement supported by well-developed main ideas, reasons, details, and facts**. Strategies for producing a **coherent message** – ranging from writing a **successful introduction and conclusion** to using **effective and appropriate transitions**, from **incorporating interesting anecdotes and stories** to accomplishing **specific speaking patterns** – are offered throughout *Step Up to Writing*. Teachers are given strategies to help students **increase their vocabulary, vary their sentence structures**, and **develop a strong speaking style**; as a result, students become more **skillful and confident communicators** in a variety of **occasions and contexts**.

For example:

- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
- Section 3: Sentence mastery
  - Writing better sentences
  - Varying sentence structures
  - Recognizing parts of speech and parts of a sentence
  - Playing with language
- Sections 4-7: Expository Writing, Narrative Writing, and Personal Narratives
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Understanding story structure and terminology
  - Considering audience, purpose, and message in word choice
  - Writing in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person
  - Planning and organizing for a specific text structure
  - Creating a thesis statement
  - Writing an effective lead
  - Using appropriate transitions
  - Choosing and elaborating on main ideas, reasons, and facts
  - Writing a successful conclusion or ending
  - Writing dialogue
  - Developing characters
  - Applying tools to support grammar and usage
- Section 8: Speeches
  - Planning and organizing speeches

- Giving effective speeches
- Asking and answering questions
- Improving impromptu speaking, informational and how-to speeches, and persuasive speeches
- Focusing on the audience
- Delivering oral book reports
- Developing good listening skills
- Participating in a discussion
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Using self-evaluation quick checks for eye contact, articulation and voice in speeches
  - Participating in effective peer review
  - Recording and monitoring own progress

## COMMON CORE STANDARDS FOR LANGUAGE

### 1. *Conventions of Standard English* – Core Standards provide the **WHAT!**

Students in K-5 will be expected to...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
- Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.

### *Step Up to Writing* strategies and tools provide the **HOW!**

Students are empowered to develop a **repertoire of appropriate writing styles** and to complete final drafts that are free of mistakes and follow the **established writing conventions**. As a result, students develop the ability to **edit and proofread** their own and others' writing for **usage, punctuation, spelling, syntax, and style**. Students are taught to present writing that effectively conveys a **message to their audience for a specific purpose**.

Additionally, *Step Up to Writing* **immerses students in language** – written, oral, and visual. Teachers can use **and model the multisensory strategies** to help students improve their language skills, including **word recognition, word study, and spelling**.

For example:

- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
  - Considering audience, purpose, and message in word choice
  - Applying tools to support grammar and usage
- Section 3: Sentence mastery
  - Writing better sentences
  - Varying sentence structures
  - Recognizing parts of speech and parts of a sentence



- Playing with language
- Considering audience, purpose, message
- Applying tools to support grammar/ usage
- Sections 4-7: Expository Writing, Narrative Writing, and Personal Narratives
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Understanding story structure and terminology
  - Considering audience, purpose, and message in word choice
  - Writing in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person
  - Planning and organizing for a specific text structure
  - Creating a thesis statement
  - Writing an effective lead
  - Using appropriate transitions
  - Choosing and elaborating on main ideas, reasons, and facts
  - Writing a successful conclusion or ending
  - Writing dialogue
  - Developing characters
  - Applying tools to support grammar and usage
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Adhering to the “neat paper” rules
  - Perfecting printing and cursive writing
  - Editing with CUPS – capitalization, usage, punctuation, and spelling
  - Applying tools to support grammar and usage
  - Writing Perfect Three-Sentence Paragraph quickly and accurately
  - Using quick checks for self-evaluation
  - Implementing scoring guides
  - Monitoring student progress

## **2. Knowledge of Language – Core Standards provide the WHAT!**

Students in K-5 will be expected to...

- Apply knowledge of language to understand how language functions in different contexts;
- Apply knowledge of language to make effective choices for meaning or style;
- Apply knowledge of language to comprehend more fully when reading or listening.

## **Step Up to Writing strategies and tools provide the HOW!**

To aid students in their analysis of language and culture, *Step Up to Writing* provides a variety of critical thinking strategies. In *Step Up to Writing*, **teachers can model various reading and writing strategies** and use **guided lessons** to help students successfully work with texts, writing assignments, and concepts that challenge their abilities and push them to **a higher level**. Students are given ample opportunities to independently practice **active reading skills** and **respond to what they read** in different formats.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Responding to the text

- Making text connections
- Taking effective reading and research notes
- Making inferences and analyzing the text
- Paraphrasing, retelling and summarizing main ideas and details
- Asking and answering questions
- Recognizing text structures
- Using informal outlines
- Section 2: Vocabulary
  - Developing a strong vocabulary across content areas
  - Using appropriate vocabulary for defined purposes in specific subject areas
- Section 3: Sentence mastery
  - Writing better sentences
  - Varying sentence structures
  - Recognizing parts of speech and parts of a sentence
  - Playing with language
  - Considering audience, purpose, message
  - Applying tools to support grammar/ usage
- Sections 4-7: Expository Writing, Narrative Writing, and Personal Narratives
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Understanding story structure and terminology
  - Considering audience, purpose, and message in word choice
- Sections 8-9: Specific speaking/writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more

### **3. Vocabulary Acquisition and Use – Core Standards provides the WHAT!**

Students in K-5 will be expected to...

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate;
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning;
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;
- Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Step Up to Writing strategies and tools provide the HOW!**

Vocabulary development and word analysis are critical components of the *Step Up to Writing* program. Students are given a multitude of strategies to **learn, comprehend, and use new vocabulary words**. The activities are not simply used in English/language arts, but encourage vocabulary development within **specific content areas**. Teachers model various strategies such as **analyzing word/sentence structures, creating concept maps to extend understanding of a word, and creating meaningful**

**sentences that demonstrate understanding of a word's definition and usage.** Writing assignments – both **informational/expository and narrative** – challenge students to use new vocabulary words appropriately in the context of their own writing; **scoring guides and other assessment tools** give feedback to the students about their progress.

For example:

- Section 1: Writing to improve reading and listening comprehension
  - Responding to the text
  - Making text connections
  - Taking effective reading and research notes
  - Making inferences and analyzing the text
  - Paraphrasing, retelling and summarizing main ideas and details
  - Asking and answering questions
  - Recognizing text structures
  - Using informal outlines
- Section 2: Vocabulary
  - Mastering vocabulary
  - Teaching tips for reading dictionary definitions and pronouncing words
  - Breaking down definitions
  - Using correct pronunciation
  - Developing concept maps
  - Creating meaningful vocabulary sentences with context
  - Using vocabulary note cards to develop definition/synonyms/antonyms/part of speech
  - Categorizing vocabulary words and content-specific terminology
  - Understanding homonyms/homophones/ homographs, and
  - Developing subject-specific vocabulary
- Section 3: Sentence mastery
  - Identifying parts of speech and parts of a sentence
  - Playing with language
  - Analyzing sentence structures
  - Writing with a variety of accurate and interesting sentences
- Sections 4-7: Expository Writing, Narrative Writing, and Personal Narratives
  - Recognizing and working with two kinds of writing: expository/informational and narrative
  - Defining *fiction, non-fiction, prose, poetry, explain, and entertain*
  - Understanding story structure and terminology
  - Considering audience, purpose, and message in word choice
- Section 9: Specific writing assignments
  - Learning an array of writing/speaking forms and genres including persuasive, compare/contrast, cause/effect, poetry, dramatic skit, personal narrative, descriptive; news articles and more
- Section 10: Assessment and high standards
  - Using quick checks for self-evaluation
  - Using practical and effective scoring guides that provide feedback on *organization, content, style, and grammar/ mechanics/usage*
  - Analyzing examples of *below basic, basic, proficient, and advanced* writing
  - Recording and monitoring own progress

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